

Helping English Language Learners Make Sense of Nonfiction Texts

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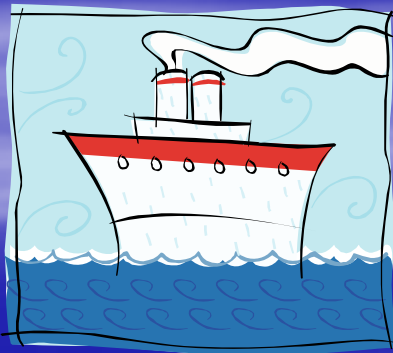
Reading Challenges ELLs Face

- Lack of background knowledge
- Lack of content specific vocabulary
- Inaccessible text
- Difficulty with comprehension or making meaning
- Not understanding the purpose for the reading
- Insufficient time to interact with the text

Surviving Texts and Tests



Helping English Language Learners
get on the right ship, navigate
the storms and dock at the right
pier.



Reading is important!

Students scoring in this percentile (%) on standardized tests.....	read an average of this many minutes a day (at home)	and have a comprehension of this many words
90th	40.4	2,357,000
50 th	12.9	601,000
10 th	1.6	51,000



Current Research

✦ Robert J. Marzano

- *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*

✦ ASCD, 2004

- *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*

✦ Marzano, Pickering and Pollack, ASCD, 2001





Marzano's Strategies

Category	Percentile Gain
Identify similarities & differences	45
Summarizing & note taking	34
Reinforcing effort & providing recognition	29
Homework & practice	28
Nonlinguistic representations	27
Cooperative learning	27
Setting objectives & providing feedback	23
Generating & testing hypotheses	23
Questions, cues, & advance organizers	22

What we know:

- Working memory is about 18 seconds
- ESOL kids need multi-sensory hooks
- Students can demonstrate high level thinking if they comprehend the question
- *We need to combine what we know about learning with the content needed and provide students with an environment appropriate for their learning abilities*
- Good instruction takes good planning

Our plan for this PCI



- Address the issues ELLs struggle with
- Look at three of Marzano's strategies
 - *Similarities and Differences*
 - *Note-taking and Summarizing*
 - *Cooperative Learning*
- Present activities to use during various stages of the reading process –
 - *Before, during and after*

Why don't students remember
the information teachers present
to them?



Before you assign a reading, identify What is Essential for Students to Know

- ◆ What two places may cause students difficulty?
- ◆ What will you model that will help students negotiate the difficult parts?
- ◆ What do they need to do with the information they are reading?
- ◆ How will they hold their thinking while they read?

From Do I Really Have to Teach Reading? By Cris Tovani

10:2 Theory

- ◆ For every ten minutes of new information, learners need two minutes to process the information, e. g.
 - Think-pair-share with a partner
 - Participate in discussion
 - Write questions, make inferences
 - Complete a double-entry diary

Pre-reading Strategies

- **Setting a purpose**
 - Make sure there is a good reason to read!
 - Share the reason with the students...
 - Guide students thinking
- **Provide necessary background knowledge**
- **Frontload vocabulary instruction**
- **Create interest in the reading!**

What do you read and why do you read it?

- ◆ Use the t-chart on green paper in your packet.
- ◆ List 8 – 10 things you read recently in the left column.
- ◆ List reasons you read each item in the right column.

Setting purpose

- Good readers read for different purposes.
- Good readers can identify their purposes for reading.
- Having a purpose:
 - helps you remember what you read.
 - helps you determine what is important.

Setting a purpose for reading

- Read *The House*.
- Highlight with yellow whatever you think is important.
- Highlight with orange what a realtor might think is important.
- Highlight with blue what a burglar might think is important.

Purpose is everything

- ◆ A reader's purpose affects everything about reading.
- ◆ It determines
 - what's important in the text
 - what is remembered
 - what comprehension strategy a reader uses to enhance meaning

Helping students set a purpose

◆Model by thinking aloud

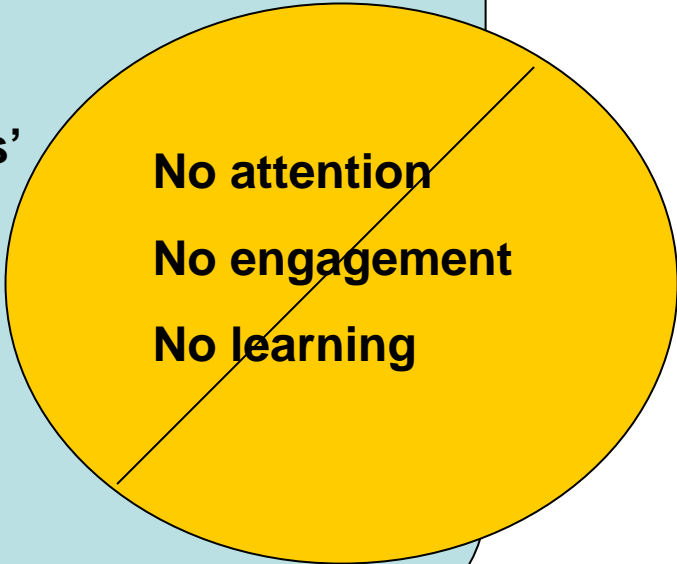
- Select a short piece of text
- Foresee difficulty
- Read the text out loud and stop to share your thinking
- Point out the words in the text that trigger your thinking

Capture Students' Attention

Attention!!!!

Anything that captures students' attention and gets their minds engaged has the potential to produce learning

The opposite is also true....



**No attention
No engagement
No learning**

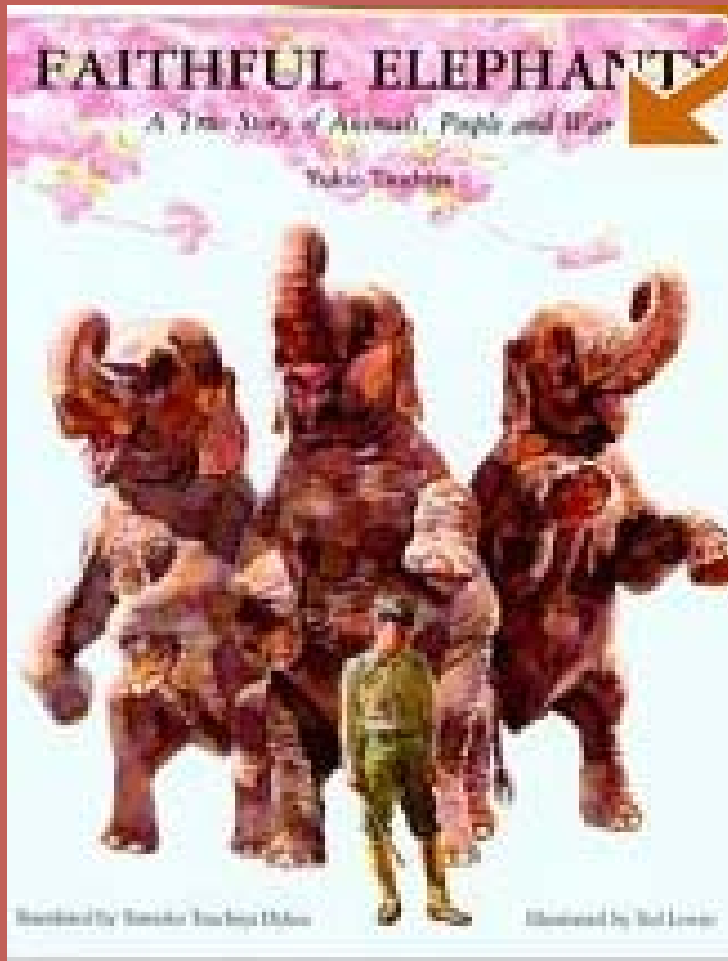
Tea Party

- You will receive a strip of paper. Read your strip and make sure you understand the words and can read it easily.
- When the teacher says go, stand up, partner up with another person, and read your strip to the partner. Listen as your partner reads his/her strip to you. Do not comment.
- As soon as this is done, switch to a new partner and repeat- each reading your strip to the other.
- Try to partner up with as many people as possible. You have 1 minute and 37 seconds.
- Ready? GO!

Tea Party Debrief

- What did you hear?
- Can you make any predictions about the story?
Characters? Plot?
- What questions do you have?

Advanced- when kids share- have them try to figure out how the cards are connected.



***Faithful Elephants-
a True Story of
Animals, People
and War***

by Yukio Tsuchiya



The New York Times upfront

The Death Penalty Debate

The Eighth Amendment: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

The United States is one of the few industrialized nations that still uses capital punishment. Under increasing scrutiny by the courts, it continues to stir strong feelings on both sides.

By Adam Liptak

Last October, the state of Florida executed a 52-year-old serial killer and rapist named Danny Rolling. In 1990, Rolling brutally murdered five female college students in Gainesville—decapitating one of them and putting her head on a bookshelf—during a three-day rampage that shocked and terrorized the city.

As is typical whenever the death penalty is carried out in the United States, two groups gathered outside the prison as Rolling was put to death by lethal injection. Some came to show respect for Rolling's victims and their families, and to applaud that justice was finally being served. Others, equally heartfelt, denounced the execution itself as state-sponsored murder.

Ada Larson, the mother of one of Rolling's victims, said afterwards that the execution finally allowed her a measure of peace. "Our pain will never go away," she said, "but this evil man has gone away now."

Deborah Michaud, who had grown up with two of the victims and was outside Florida State Prison that day, saw things differently. "I feel really helpless," she told the *Miami Herald*, with tears in her eyes. "I don't know what I can do to stop executions, and I also don't know what I can do to stop



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The New York Times

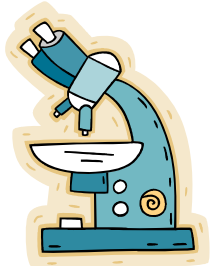
See All Special Reports

During Reading Strategies

- Visualization
- Scaffolding
- Similarities and Differences
- Cooperative Learning
- Note-taking and Summarizing

Understanding Text Structure

- Fiction-know the language of the content-plot, character development, setting etc.
- Science-Introduction- details later, frontload vocabulary, use charts and pictures
- Social Studies- journalistic style, narrative text is embedded, cause and effect within chronological format, use sidebars, and photos
- Math-introduction, explanation, example, problem



Use *text sets* to make content accessible

➤ Text sets:

- contain a wide variety of written texts;
- contain materials that vary in length, difficulty, and text structure;
- contain examples of text that are relevant, interesting, and accessible to most students;
- give students several options for obtaining information;
- provide opportunities for students to practice reading strategies and learn content information.

- From *Do I Really Have to Teach Reading?* By Cris Tovani

Advantages of using text sets

- Provide a level of reading for all
- Provide background knowledge
- Act as a hook
- Include illustrations and other graphics
- Humanize the story
- Others...

Note-taking and Summarizing

- Double-entry diaries
- “So What?” Thinking Strategy
- Answer Comprehension Constructor

Double Entry Diaries

Quote or excerpt
from reading

Connection, question,
response

Double Entry Diaries

Quote or excerpt
from reading

Connection, question,
response

I'm wondering...

This reminds me of...

I'm confused

The most important part is...

My thinking has changed in this way...

I'm picturing...

I'm inferring...

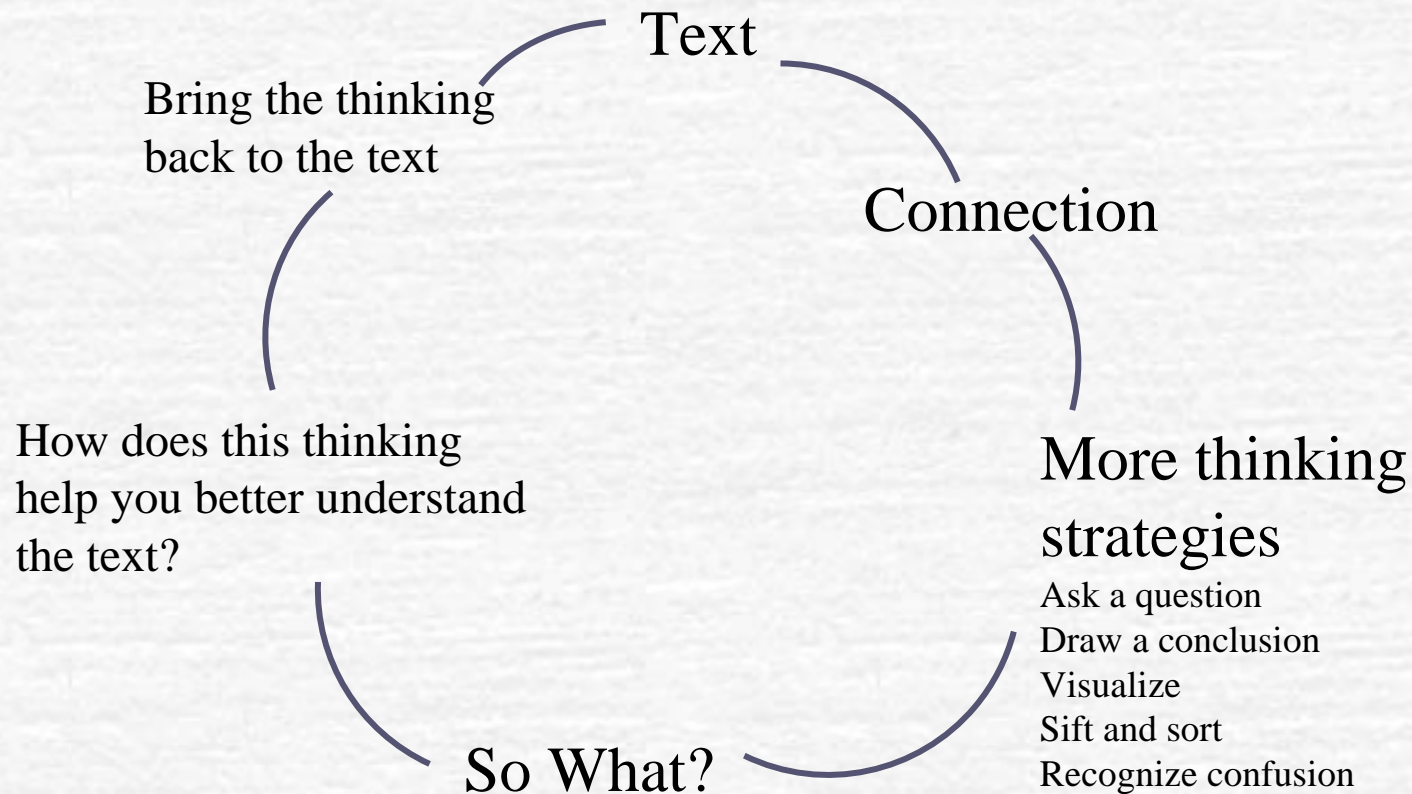
These are possible
response starters...



"So What?" Double-Entry Diary

Connection to the text	So What?
1.	1.
2.	2.
3.	3.
4.	4.

"So What?" Thinking Strategies



Answer Comprehension Constructor

Question that I asked that I can answer after completing the reading:	Question my teacher could answer if I asked:	Question I can answer myself by inferring:
Question:	Question:	Question:
Answer:	Answer:	Answer:



- Reflect on what you have been hearing and the connections you have made.
- Fill out the Take 5 Template.
- Enjoy your candy and then.....

BREAK!

15 minutes



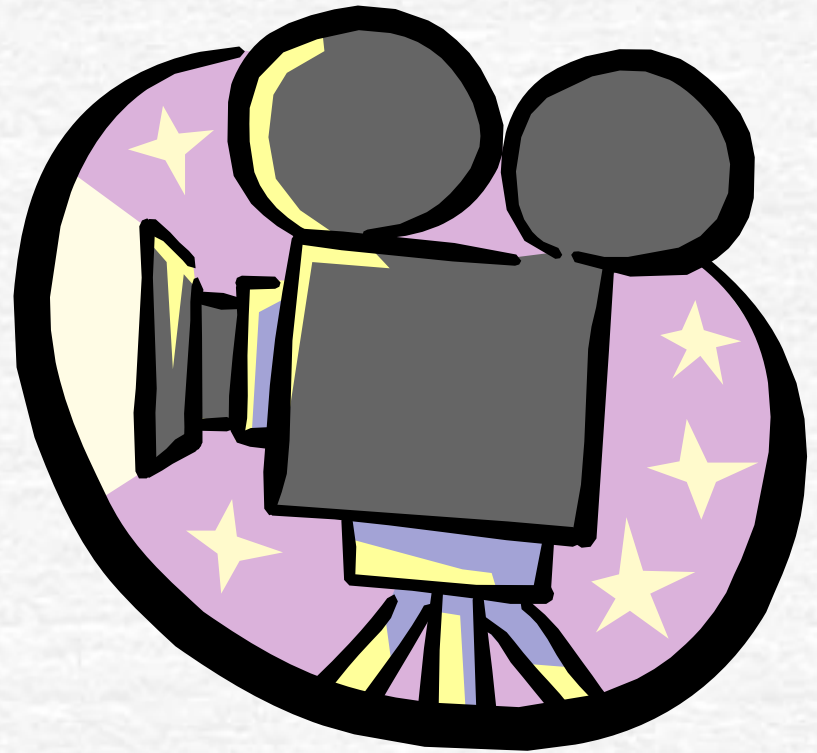
Visualization is simply seeing pictures in your mind.

The *Right-Side* of the human brain records visual-spatial experiences while the *Left-Side* is used for language development.



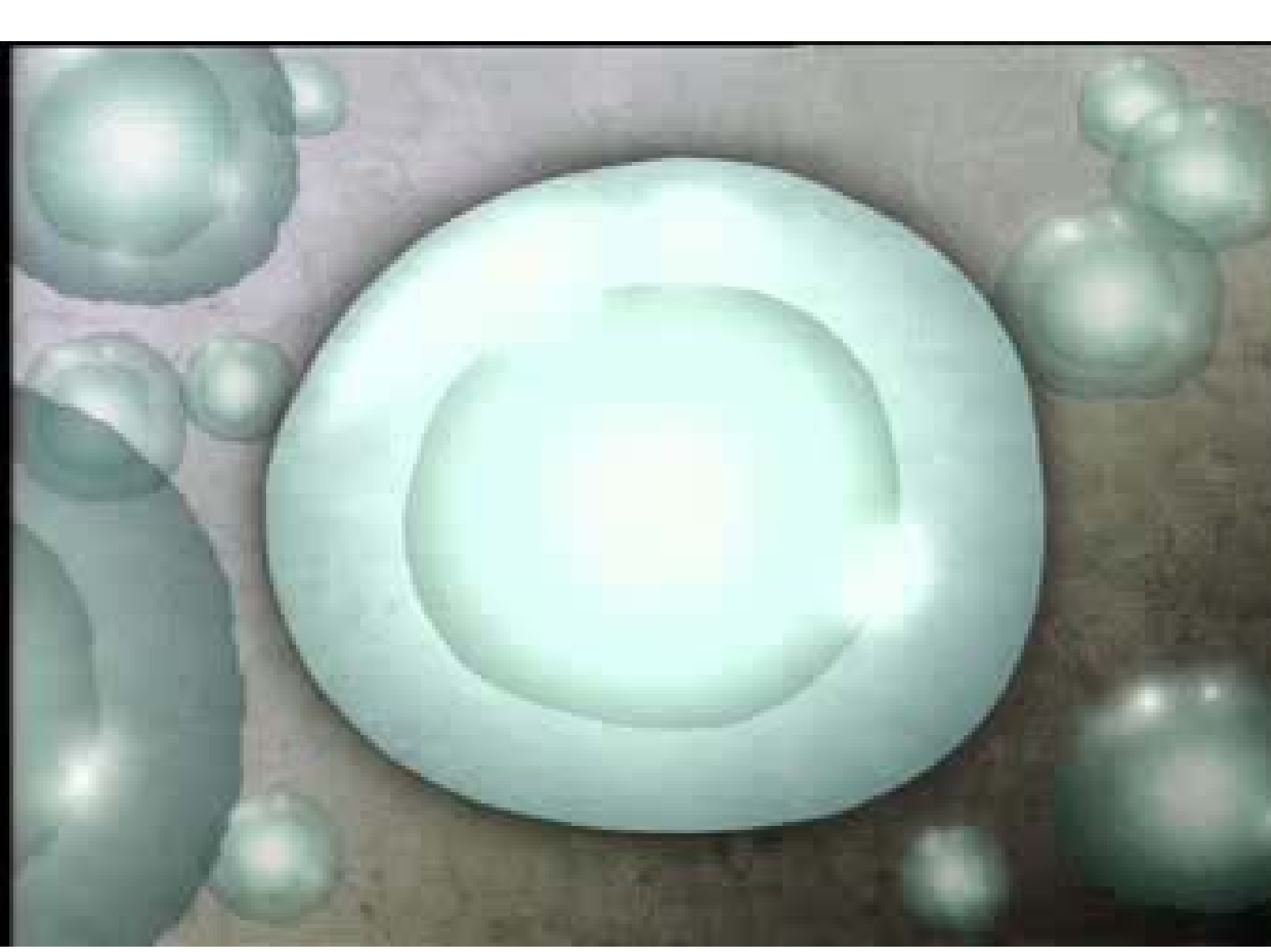
A Movie or Visualization

Many students say that that visualization is like watching a movie in their minds. It helps us relate to the characters in a text. We imagine what they look like and how they act. There are many ways explained in this book to help students practice visualization.



United Streaming

- A clip can be used to introduce or reinforce a concept. It provides the visual glue for the content.
- ELLs often flounder when they create meaning from what they understand-but the meaning they create is off track slightly. Clips and visuals keep them on the right track. It secures them in a concrete fashion that releases insecurities. Their brains can move forward in the concept without the “what ifs” or fears that they are not understanding the lesson.



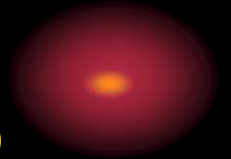
Visualization from a vivid piece of text

When students hear well-written text, they can mix the author's words and their own ideas to create a visual image.



Example of vivid text

- Close your eyes as you listen
- What pictures or images came to mind?
- Share with a partner
- What words were particularly effective?



Visualizing in Nonfiction Text: Making Comparison:

Nonfiction texts will sometimes compare an object being studied with a more familiar object.



Creating Mental Images That Go Beyond Visualizing

When we talk about visualizing, we usually talk about the **pictures** we see.

However, **all the senses** can be used when visualizing.

Use the senses of **taste, touch, smell and hearing**.



What does current research tell us about using similarities and differences?



Students should understand that identifying similarities and differences will deepen their understanding of and ability to use the targeted knowledge they are learning. *Four generalizations* can be made from the research.

Students should be presented with explicit *guidance* in identifying similarities and differences.

Students should be asked to *independently* identify similarities and differences.

Students should be asked to *represent* similarities and differences in *graphic and symbolic form*.

Students can be asked to engage in identifying similarities and differences in a *variety of ways*.

What processes can students engage in to identify similarities and differences?

Comparing

The process of identifying and articulating similarities and differences among items.

Classifying

The process of grouping things into definable categories on the basis of their attributes.

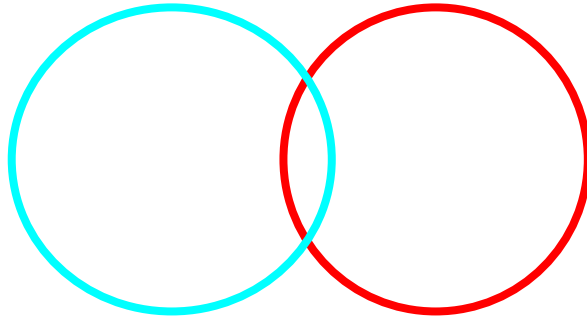
Creating Metaphors

The process of identifying and articulating the underlying theme or general pattern in information.

Creating Analogies

The process of identifying relationships between pairs of concepts (e.g., relationships between relationships).

COMPARING GRAPHIC ORGANIZERS

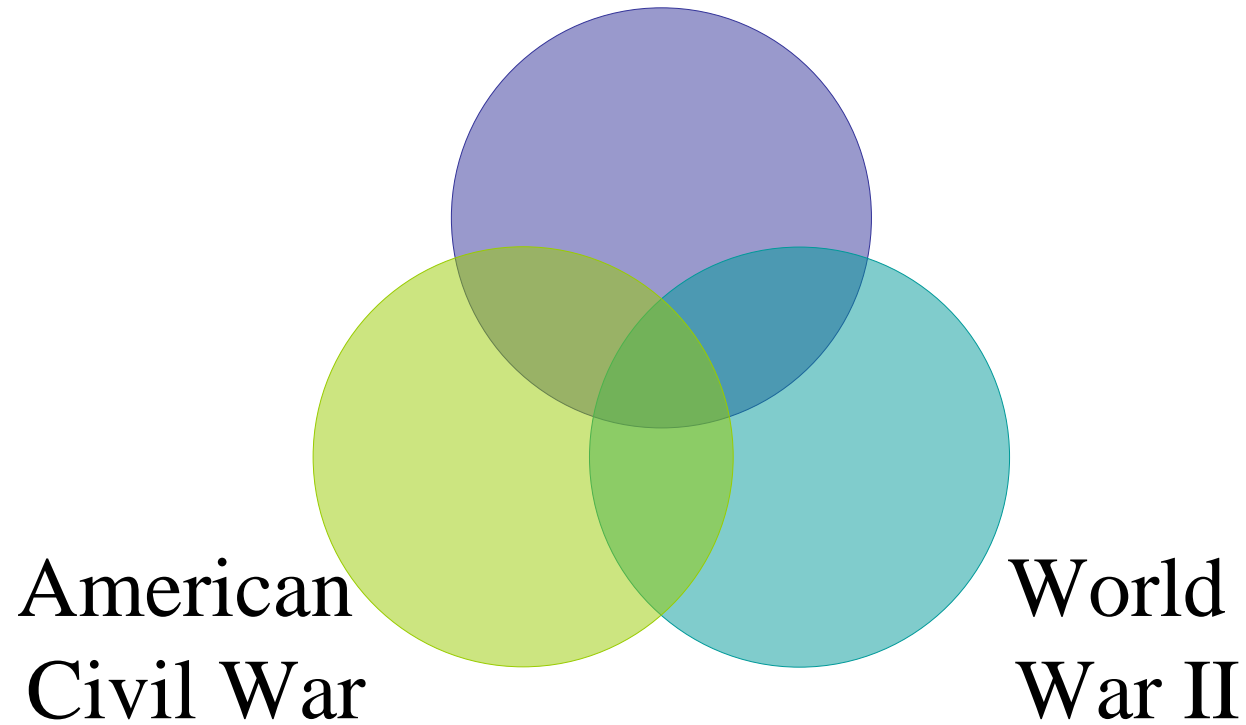


VENN DIAGRAM

COMPARISON
MATRIX

Characteristics	Item 1	Item 2	Item 3	Comparisons
				Similarities
				Differences
				Similarities
				Differences
				Similarities
				Differences
				Similarities
				Differences

World War I



Identifying Similarities and Differences

- Each table gets one set of 3 circles
- Each table gets a group of 3 topics
- Using sticky papers, write out characteristics for the topics and place in the appropriate place on diagram
- Make sure every member of the group is comfortable with the choices and placements made

Creating Metaphors Examples:

- A law is like a favorite toy because if you don't have it when you need it, bad things happen.
 - *Give examples and words first*
- The Progressives were like stubborn foxes because they didn't give up and were a little sneaky to get their point across.
 - *Throw out 5 nouns and adjectives and have them make combinations....*
- *How a bill becomes a law is like how a seed becomes a flower because.....*
- *An immigrant is like an autumn leaf because..*

What does this mean in class?

- ☛ The key to effective **comparison** is the identification of important characteristics.
- ☛ Organizing elements into groups based on their similarities is the basis of **classifying**.
- ☛ The key to constructing a **metaphor** is to realize that the two items in the metaphor are connected by an abstract or non-literal relationship.
- ☛ **Analogies** help us see how seemingly dissimilar things are similar, increasing our understanding of new information. The typical use a "blank is to blank" as "blank is to blank" type of comparison but can also be diagramed.

Cooperative Learning

- Positive Interdependence
- Face to face promoting interaction
- Individual and group accountability
- Interpersonal and small group skills
- Group processing



Cooperative Learning is NOT Group Work

Kids in a group marching to the beat of their own drums.

“Hurry Up!” “No, stupid!” “You do it.” “I dunno.”



Different examples

Economics lesson:

Groups of 4 (count off –random okay)

Group members are assigned a role:

recorder, summarizer, technical
advisor, and researcher

Each group to create a product, following
guidelines.

Groups must decide together, design and
develop marketing display.

Groups will try to sell to other teams

Different examples

Literature Circles- Roles- to be slowly pulled away

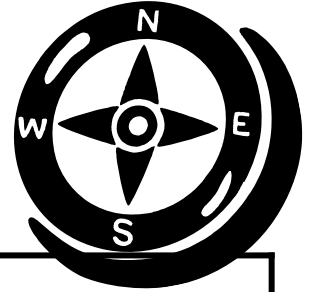
Science: Lab Groups-get kids to be interdependent- they are accountable as individuals and as groups.

Getting Students There

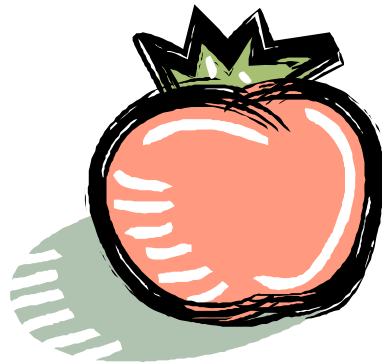
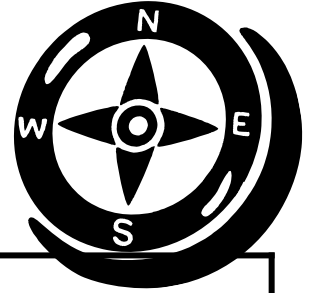
Practice

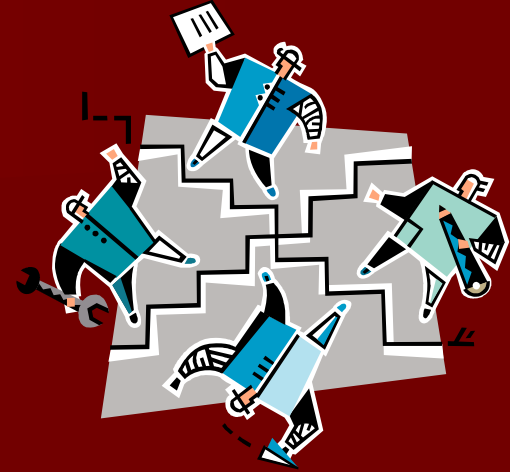
- Get in groups of 6.
- Send one person up to get a packet.
- Follow the directions inside.
- There will be a prize for the first group to finish correctly.

Garden Plot



Garden Plot





■ *Think-pair-share activity*



Lots of work....

- Remember- too much is a bad thing
- Start slow- teach behaviors
- Model
- Practice
- Take the easy way first

Researchers report that, regardless of the subject matter, students working in cooperative groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.

Students who work in collaborative groups also appear more satisfied with their classes.

- (Sources: Beckman, 1990; Chickering and Gamson, 1991; Collier, 1980; Cooper and Associates, 1990; Goodsell, Maher, Tinto, and Associates, 1992; Johnson and Johnson, 1989; Johnson, Johnson, and Smith, 1991; Kohn, 1986; McKeachie, Pintrich, Lin, and Smith, 1986; Slavin, 1980, 1983; Whitman, 1988)

After Reading Strategies

*See ideas in **When Kids Can't Read***

By Kylene Beers

Comprehension is one thing- What about the test?

- ◆ Help students by explicitly teaching vocabulary that is used across content areas
- ◆ Reinforce and practice what the vocabulary means.

Key Words in Directions

Analyze To separate something into its parts and then describe those parts

Compare To tell how two things are alike or similar and to see how two things are different

Connect To tell how one thing is alike another or to join two things

Contrast To tell how two things are different

Define To explain the meaning of a word

Key Words in Directions

- **Describe** To write or talk about something so well that another person can see in his or her mind what you are talking about
- **Diagram** To draw a picture of something and then label the parts
- **Discuss** To talk about something in great detail, explaining completely what you know about the subject or topic
- **Evaluate** To judge something; to give your opinion about something while telling how you came up with your ideas

Key Words in Directions

- **Explain** To talk or write about something so that someone can understand the subject more clearly; to describe by giving facts and details that makes something easier to understand
- **Illustrate** To make a drawing of something or to give clear examples of something you are describing
- **Interpret** To tell how you feel about something, using facts or details to back up your opinion

Key Words in Directions

- **Outline** To give only the main ideas of a topic or a piece of writing as a list
- **Predict** To make a guess of what might happen or take place in the future
- **Prove** To show how something is true by giving facts or details that support your opinion
- **State** To tell how you feel or what you believe about something
- **Summarize** To tell only the most important points about something you have heard or read

Reflecting on New Ideas With 3-2-1

Reflecting on New Ideas

- List **3** new ideas you learned today
- List **2** things you will share with colleagues
- Share **1** thing you would to learn more about